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Education, Health, and Human Sciences

Fall 2014

Accolades, Fall 2014

College of Education, Health, and Human Sciences

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THE MAGAZINE FOR THE UNIVERSITY OF TENNESSEE'S COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES

ACCOLADES



FALL 2014

On Stage and in the Kitchen

WITH LITTLE BIG TOWN'S
KIMBERLY SCHLAPMAN

*Enhancing quality of life through
research, outreach, and practice.*

*Enhancing quality of life through
research, outreach, and practice.*

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On the Cover
Kimberly Schlapman on the set of *Kimberly's
Simply Southern* on Great American Country
TV. *Photo courtesy of Sandbox Entertainment*

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With the help of her students, teacher Billie Yardley won the *Today* show Teacher of the Year title and \$10,000 in school supplies to help with the loss she faced when the roof collapsed on her classroom. *By Angie Vicars*

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Little Big Town's Kimberly Schlapman talks about singing, cooking, life, and her time at the University of Tennessee.
By Brooks Clark

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It's hard for me to believe that I have served as dean of the College of Education, Health, and Human Sciences for ten years, especially given my continued excitement and passion for the work in which our students, faculty, and staff are engaged. I feel as though each day is the first day of school and I still come to campus each morning with the exuberance I had on my very first day in this position.

There are many wonderful activities and initiatives that undergird the important work of our college, and one of those, of which I am exceedingly proud, is that of service-learning. First, I would like to recognize the wonderful support provided by the college's Board of Advisors. Under the leadership of past chairs Gary Blauser and Martha Attaway, as well as current chair Linda Starnes, our board established an endowed professorship to honor the important work of our faculty in the area of community outreach and engagement.

The very first recipient of this prestigious award and recognition is Professor Bob Kronick. Bob brought the concept and practice of service-learning to our great college. His early work in this area has led us to the point of engaging our students in service-learning experiences not only here in Knoxville, but around the world.

Speaking of the world, Sarah Hillyer and Ashleigh Huffman are diligently advancing the work of their Center for Sport, Peace, and Society, which includes a significant service-learning component. Through the center, students have the opportunity to assist refugee families from Burundi, Iraq, and other countries who now reside in our community. I could not be more proud of these efforts to help Knoxville become a happier, healthier place for those displaced from their homelands.

Another very important service-learning initiative is manifested in the efforts of Dulcie Peccolo, director of student services, and her colleagues in the ED 100 course, which is designed to expose students to service-learning opportunities in the community. These students, who come from many different academic programs within the university, seek out placements in local schools as well as other community agencies designed to provide assistance to our more vulnerable populace. Many students find the experience to be transformational and one that often guides them toward degree programs in "helping" professions.

As dean of this wonderful college, I have the opportunity to witness the incredibly important work in which our students and faculty are engaged. It is through this engagement process that I believe true learning occurs and helps our college to fulfill its mission and actualize its motto: "Enhancing quality of life through research, outreach, and practice."

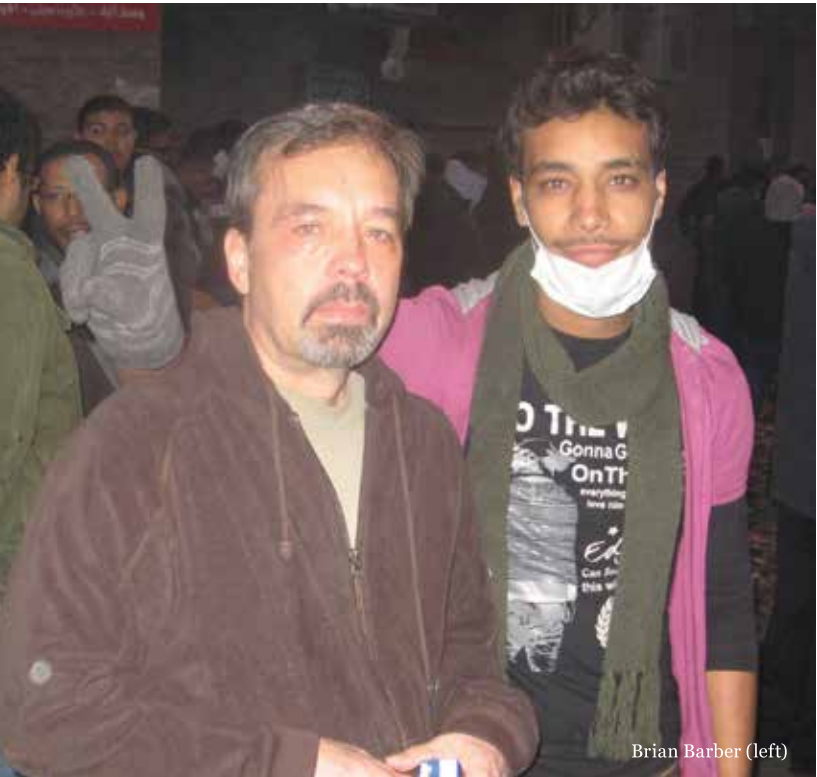
Thank you all for your continued support and advocacy for all of those who help to make the College of Education, Health, and Human Sciences a true center for service-based learning.

Best Regards,

A handwritten signature in black ink that reads "Bob Rider".

Bob Rider, Dean

AROUND THE COLLEGE



Brian Barber (left)

BARBER IS NEW AMERICA FELLOW

Brian K. Barber, the founding director of the Center for the Study of Youth and Political Conflict, has been appointed a 2015 fellow at the New America Foundation in Washington, DC.

His main task will be to write a book narrating the lives of six men from the Gaza Strip whom he has interviewed regularly for the past twenty years, since they emerged as youth from the first Palestinian intifada in 1993.

The New America program supports journalists, academicians, and other public policy analysts who offer a fresh and often unpredictable perspective on the challenges facing our society.

Barber, a professor of child and family studies, began the program on September 1. As a Jacobs Foundation Fellow at New America, he will be headquartered in Washington for the coming year.

In addition to writing the book, Barber will be working with col-

leagues to continue two research projects, both funded by the Jacobs Foundation in Switzerland. One is a study of how the life histories of a representative sample of 1,800 members of the same generation of Palestinians have impacted their current well-being. The other is a study of youth who participated in the Egyptian revolution and how they are faring with the chaotic political developments in Egypt.

"This is an extraordinary opportunity to move the work of the center forward," Barber said. "I am deeply grateful to UT, the Jacobs Foundation, and the New America Foundation for the support and platform to do this work. Most importantly, the fellowship will facilitate the writing of a book for general audiences that will narrate remarkable individual accounts of dignity, personal growth, and long-suffering in the face of the severe hardships of the Gaza Strip."

Health Equity Summit

More than 100 people interested in and concerned about issues of equity, health, and social justice gathered for the first-ever Health Equity Summit in East Tennessee.

The summit was sponsored by the Department of Public Health and the College of Nursing at the University of Tennessee, Plan East Tennessee, Together! Healthy Knox, and the Knox County Health Department.

Paul Erwin, professor and department head for the Department of Public Health served as the summit moderator. A health equity panel included Carole Myers from the College of Nursing and Department of Public Health.

The sponsoring organizations for the Health Equity Summit are continuing to hold regular meetings and to discuss the information and suggestions that came out of the summit.

Deaf Ed Grant

The UT Center on Deafness is helping to expand educational opportunities for deaf youth in the Southeast and rural Appalachia.

In fall 2013, the center received a \$1.25 million federal grant to increase the number of deaf education teachers in the region.

The Tennessee Education of the Deaf Personnel Preparation Project is designed to address the shortage of certified teachers for children who are deaf or hard of hearing, said David H. Smith, associate professor and director of the UT Center on Deafness.

"It's pretty well known that retention is not the issue for deaf teachers," he said. "They love their job. It's that there are not enough of them."

The grant provides up to five years of funding for teacher education, including bachelor's and master's degrees and licensure. In exchange, participants must commit to at least two years of service for every year of support received.



Brockett is New EPC Head

Ralph G. Brockett is the new head for the Department of Educational Psychology and Counseling. He came to the University of Tennessee in 1988. Brockett teaches graduate courses in adult education, adult learning, and research methods. His major scholarly interests are in the areas of self-directed learning, ethics in adult education, and the study of the adult education field.

Brockett received his PhD in adult education from Syracuse University and his MEd in counseling and BA in psychology from the University of Toledo. Previously, he was on the faculty at Montana State University and Syracuse University and worked in continuing education for health and human services professionals.

2014 Educators Hall of Honor

Six educators who have significantly influenced students' lives were inducted into UT's 2014 Educators Hall of Honor on March 27.

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The Educators Hall of Honor acknowledges the work of professionals who have established themselves in the field of education. It is open to any professional in the United States, and members have come from throughout Tennessee and the nation. It has featured educators from elementary school to college ranks, coaches, organizations, and nontraditional educators who have made an impact on improving education.

Nominations are made with a contribution of at least \$1,000, which supports an endowed scholarship fund. Two \$2,000 scholarships were presented this year to Brittany Aronson, a fourth-year doctoral student majoring in learning environments and education studies, and Alicia Johnson, a sport studies doctoral student specializing in sociocultural studies.

The new group of honorees includes:

- **Trudy Dreyer**, a retired Knox County Schools teacher and holocaust survivor
- **Schuyler (Sky) Huck**, professor emeritus in the UT College of Education, Health, and Human Sciences
- **Lorayne Lester**, UT professor emeritus and former dean of the College of Arts and Sciences
- **Marvelene Moore**, James A. Cox Endowed Chair and a UT professor of music education who specializes in classroom music for K-8 students
- **Chris Pionke**, an associate professor in the Department of Mechanical, Aerospace, and Biomedical Engineering in the UT College of Engineering
- **Bill Robinson**, orchestra director for Maryville City Schools

To learn more about the program or read more about this year's recipients, visit the Educators Hall of Fame website at tiny.utk.edu/bdHf7.

Grad's Leadership Curriculum Taught in Schools

When Katherine Waxstein graduated in May 2014 she left behind some work for others to do.

As part of a volunteer project, Waxstein developed a leadership program for elementary school students that's been so successful it has been turned into a course.

Waxstein began volunteering at Knox County's Pond Gap Elementary School during her junior year as a way to combine her love of mentoring children and her major.

Within a few months, Waxstein had created a character development curriculum to teach fifth graders about leadership and help them overcome behavioral issues in the classroom.

Waxstein's class, COUN 404: Leadership in University-Assisted Schools, is a 3-credit-hour course offered through a partnership between the college and the Center for Leadership and Service.



Leadership Academy Announces New Fellows

Now in its fifth year, the Leadership Academy, a collaborative venture between UT and Knox County Schools, prepares talented individuals to become outstanding new school principals through a full-time, intensive fifteen-month fellowship program.

The academy, part of the Center for Educational Leadership, is housed in the Department of Educational Leadership and Policy Studies.

The fellows spend four days a week working in schools with experienced mentor principals. The fifth day is spent in coursework and seminars with professors and expert practitioner partners.

To complete the program, students participate in a project that integrates their learning across the many curricular areas of the academy. Projects include an electronic portfolio documenting the student's proficiency in school leadership and a public presentation about the fifteen-month experience. Upon successful completion of the program, fellows will be awarded a master's or education specialist degree.

The 2014-2015 class includes:

- **James Allen**, West High School
- **Jekia Allen**, A. L. Lotts Elementary School
- **Becky Williams Barnes**, West Haven Elementary School
- **Zachary Best**, Powell Middle School
- **Christopher Deal**, Hardin Valley Elementary School
- **Lori Johnson**, West Haven Elementary School
- **Tenisha Marchbanks**, Bearden Middle School
- **Angela Messer**, Carter High School
- **Stephanie Prince**, Brickey-McCloud Elementary School
- **Michelle Wolfenbarger**, Ritta Elementary School

Johnson Honored with Lifetime Award

The UT Board of Trustees honored President Emeritus Joseph E. Johnson with the Trustees' Lifetime Achievement Award, the highest honor bestowed by the board.

Johnson has dedicated his life's work to UT for more than fifty years. He served as UT's nineteenth president from 1990 to 1999 and is credited with forming the structure of the UT System and dramatically

AROUND THE COLLEGE

increasing the university's fundraising support.

He has continued to devote himself to UT more than fourteen years after his official retirement, serving as an adjunct instructor for CEHHS in educational leadership.

New Natural Playground at Head Start Center

CEHHS faculty joined community volunteers to install a new natural playground at the North Head Start Center. The playground will give students a new recreation area and provide researchers with an opportunity to study the environment's impact on children's activity levels.

The effort is part of the Partners through Playgrounds project, a combined effort of the Departments of Child and Family Studies and Kinesiology, Recreation, and Sport Studies. The project will study how urban playscapes impact children's activity levels and play styles.

Lessons learned from the creation of a natural playscape and outdoor classrooms at the Early Learning Center and earlier studies on the center's children's activity levels will be replicated at the local Head Start center serving ninety children.

The goal is to increase activity levels among young Head Start children who are at risk for obesity and related diseases. New playground elements will be installed including boulders, large walking logs, stepping stones, a gazebo, and a garden to transform a traditional urban playground.

See WATE's coverage of the new playground at tiny.utk.edu/playground.





STUDENT TO WATCH A TEACHER AND A TORCHBEARER

Name: Paul Troy

Major: History with secondary education minor

Hometown: Santa Fe, Tennessee

Why did you choose UT? “I chose the University of Tennessee because of the great in-state value, SEC tradition, and the opportunity to earn a master’s degree and teacher certification in five years.”

How has CEHHS prepared you for your future?

“CEHHS has given me the tools I need to succeed in college, the classroom, and in the community. At the same time, the professors in the college have challenged me to think outside the box and to take big ideas into the classroom. Finally, being surrounded by like-minded individuals has allowed me to develop a cohort of teachers who want to make a difference each and every day.”

What does it mean for you to be a Torchbearer?

“Being named a Torchbearer was the most humbling experience of my life. When I first came to UT I had no clue about servant leadership; then I read the Torchbearer’s Creed—‘One that beareth a torch shadoweth oneself to give light to others.’ I decided to take that to heart and strive to be the platform for other people to stand on and to focus on making a difference instead of making a reputation. Moving forward I hope to keep that attitude with me as an educator.”

How did you come up with the Sophomore Living and Learning Community that you helped design?

“One fall, a friend and I were talking about all of the campus initiatives for freshmen and we wanted to figure out a way to better retain and include sophomores on campus. I researched several ideas and saw an opportunity for a living and learning community.”

What will you miss the most about UT?

“I will miss the sea of orange on game days, the feeling of snow hitting my face on a cold day walking back from class, the sights and sounds of college students on a spring afternoon, and the warm feeling that comes with running into a friend on campus.”

Photography by Adam Brimer



SINGING AND COOKING WITH THE BAND



A lifelong passion for cooking has landed Little Big Town's **Kimberly Schlapman** ('92) a very fulfilling and filling side gig.

by Brooks Clark

During her time as an undergraduate in Child and Family Studies at UT, Kimberly Schlapman sang lead on some good old honky-tonk tunes for the Buttermilk Cowboys at Hoo-Rays in the Old City. “‘Rocky Top’ was one of my favorites when I wanted to get a reaction,” she says. “Our version had a little Dolly in it, but really we did our own thing.”

For a couple of days each year, Schlapman’s Vol roots create an issue with her Little Big Town bandmate Jimi Westbrook. “Jimi is a diehard Alabama fan. On that weekend in October, he can hardly look me in the eye,” she says.

During the fifteen years Schlapman has sung four-part harmony with Westbrook, Karen Fairchild, and Phillip Sweet, she has always had a special way of keeping her colleagues happy. “I’ve always cooked for the band,” she says. “It’s how I like to love on people. It’s my passion.”

For the past three seasons, Schlapman has shared her passion on *Kimberly’s Simply Southern*, her cooking show that airs on the Great American Country network.

She often does field shots the morning of a show, and is inspired to make a certain dish based on the locale. A trip to Blackberry Farm in Walland, Tennessee, reminded her of dishes that use gourmet bacon from fellow UT alumnus Allan Benton (’69). A visit to the Comfy Cow in Louisville, Kentucky, inspired her to make salted caramel ice cream. And recently she went trout fishing in East Tennessee. “I thought to myself, everyone loves salmon cakes, so let’s do trout cakes.”



The Big Red Apple to Birmingham

Schlapman grew up in tiny Cornelia, Georgia, home of the Big Red Apple, a 7-foot-tall sculpture erected in 1925 to honor the local apple growers. “It was very blue collar, very rural, very loving,” she says. “It was a wonderful place to grow up.”

Her father, Tolbert, worked for the telephone company. Her mother, Barbara, taught second grade and kindergarten each for fifteen years. “I learned to cook on a stool beside my momma. She is the best cook I ever knew.”

Schlapman also absorbed the cooking ethic from her two grandmothers. “Grandmother Burch made flaky, buttery pie crusts that I am still trying to perfect,” she says. “Grandmother Bramlett exudes nurturing in her cooking. She loves taking care of people. There’s no such thing as bringing too many people to her house. She’ll cook for them all. It’s hard to believe it, but I used to pretend that I had my own cooking show at the kitchen counter.”

Her other passion was singing. Schlapman went to Samford University in Birmingham, Alabama, to study music. There, she met and began singing with Fairchild. She also met and fell in love with Steve Roads, a young law student whom she would marry in 1990. When Roads got a job with the general counsel of the UT Medical Center the newlyweds moved to Knoxville, and Schlapman transferred to UT where she earned a degree in family and human development.



Fried Trout Cakes

- Cook time: 6 minutes
- Yield: 4 servings

Ingredients

- 1 lb trout meat, skinless and boneless, cut into small chunks
- 1/2 cup red bell pepper, small dice
- 1/4 cup scallions, finely chopped
- 2 tablespoons parsley, minced
- 1 tablespoon whole grain mustard
- Zest of one lemon, plus juice divided
- 1 egg
- 1 cup panko
- 1 teaspoon salt
- 1/4 teaspoon pepper
- Vegetable oil, for shallow frying

Directions

Heat oil in a pan to medium.

Add all of the ingredients into a bowl and form 4 cakes. Place them in the oil and cook 3 minutes on each side. Remove from pan when done onto paper towels. Season with salt and squeeze lemon juice on top.

For more recipes, check out *Kimberly’s Simply Southern* website at gactv.com. In each episode of her cooking show, Schlapman finds new inspiration while touring the country with her band, Little Big Town.







Salted Caramel Ice Cream

- Yield: 8-10 servings

Ingredients

- 1 ¼ cups sugar
- 2 ¼ cups heavy cream
- 2 teaspoons flaky sea salt such as Maldon
- 2 teaspoons pure vanilla extract
- 1 cup whole milk
- 3 large eggs

Directions

Heat 1 cup sugar in a dry 10-inch heavy skillet over medium heat, stirring with a fork to heat sugar evenly until it starts to melt. Stop stirring and cook until it is dark amber, swirling skillet occasionally so sugar melts evenly.

Add 1 ¼ cups cream (mixture will spatter) and cook, stirring, until all of caramel has dissolved. Transfer to a bowl and stir in sea salt and vanilla. Cool to room temperature.

Meanwhile, bring milk, remaining cup of cream and remaining ¼ cup sugar just to a boil in a small heavy saucepan, stirring occasionally.

Lightly whisk eggs in a medium bowl, then add half of hot milk mixture in a slow stream, whisking constantly to temper. Pour back into saucepan and cook over medium heat, stirring constantly with a wooden spoon, until custard coats back of spoon and registers 170° F on an instant-read thermometer (do not let boil). Pour custard through a fine-mesh sieve into a large bowl, then stir in cooled caramel.

Chill custard, stirring occasionally, until very cold, 3 to 6 hours. Freeze custard in ice cream maker (it will still be quite soft), then transfer to an airtight container and put in freezer to firm up.

Knoxville to Nashville

The couple lived in a small house in South Knoxville. “I started cooking every night,” she says. “He became my guinea pig. It was a tiny little kitchen, and I hardly had room to turn around, but I cooked up a storm.”

Schlapman and Fairchild remained close friends and sang together every summer at the Methodist Conference Center in Lake Junaluska, North Carolina. The two decided to start singing together on a more regular basis, which led to a move to Nashville.

“It took us a long time to find the voice,” says Schlapman. In 1998 they invited Westbrook, a friend of Fairchild’s, to move from Birmingham to join the group. They sang soulful three-part harmony and rehearsed with Gary LeVox and Joe Don Rooney, both of whom later joined the country band Rascal Flatts.

“It sounded like family harmony,” she says. “We kept looking for a year and a half for the sound we wanted. We knew we wanted something big and round and fat, so we needed a big deep male voice to sit on the bottom. Then we found Phillip. We had heard about this soul singer from Arkansas, so we called him. The first time we hit a chorus together, we knew that was exactly the sound we wanted.

“Still, the personalities also had to be right, because you know you will be spending so much time together rehearsing and on the road. We immediately fell in love with him.”

Little Big Town released its first album in 2002. The band’s second album, 2005’s *Road to Here*, went platinum and produced the top ten singles “Boondocks” and “Bring It On Home.”

Amid that success came a loss for Schlapman, as her husband died of a heart attack.

“I think of him often,” she says. “He was an incredible support to me. He gave me the confidence to go for it. When a roadblock came up, he encouraged me to pump my arms and keep going.”

As the singer grieved, many friends called to offer comfort. One of them was Stephen Schlapman. “We met when he was a stage manager on tour with us,” she says. “He checked up on me, as so many people did. But he never stopped calling, and we fell in love over time.”

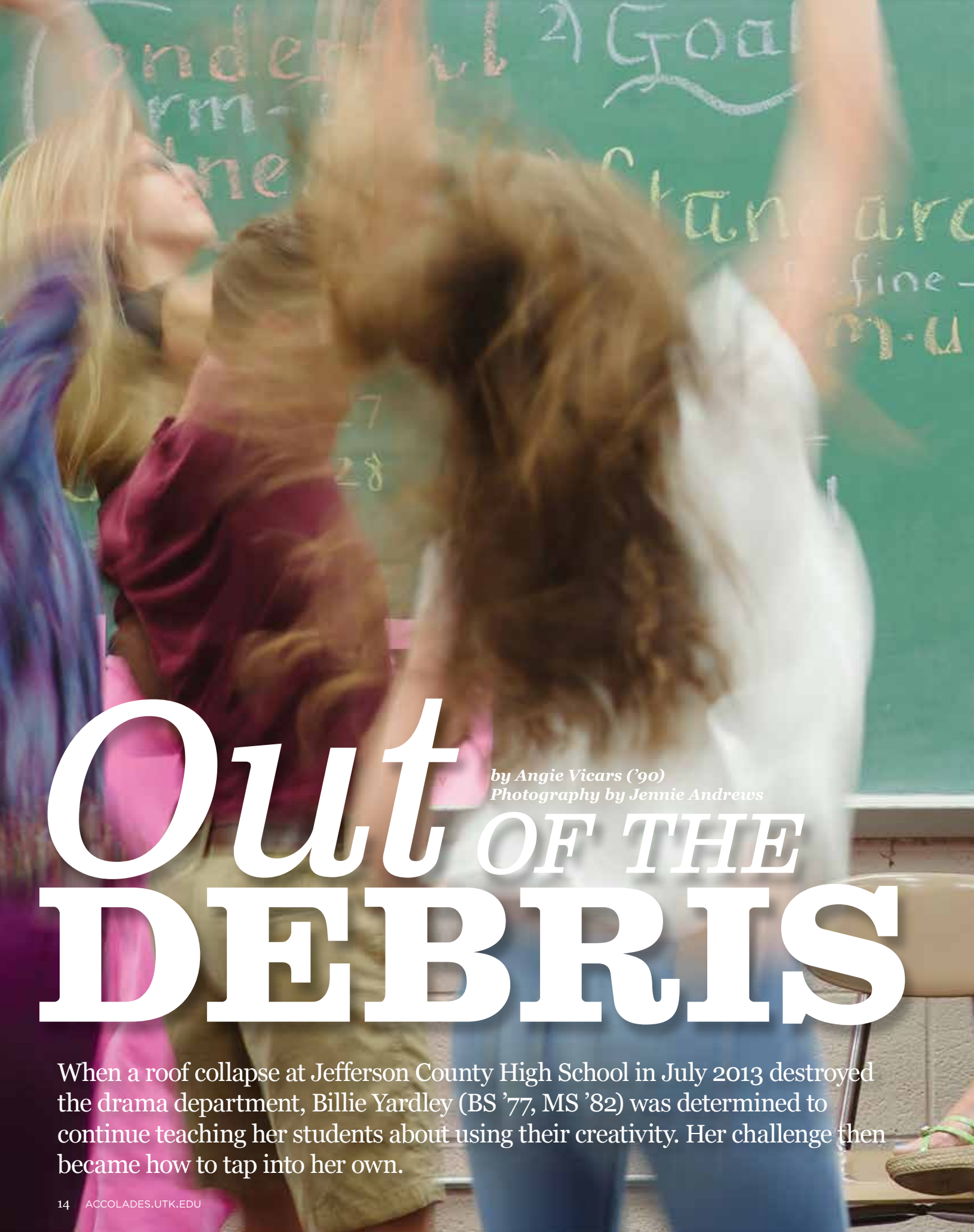
They were married in 2006, and Daisy Pearl Schlapman arrived on July 27, 2007.

Daisy is a name Schlapman has always loved, and Pearl was the name of two of her great-grandmothers. When Daisy was born, Schlapman thought of her late husband.

“We had tried for all those years to have a baby and weren’t able to. Daisy was his wedding gift to us.”

In the Little Big Town song “Sober,” Schlapman sings about a desperate need for love: “I tell everybody, if my heart could talk, that’s what it would say. I know what it’s like to lose love and find love again, and I don’t ever want to be without it.”





Out OF THE DEBRIS

by Angie Vicars ('90)
Photography by Jennie Andrews

When a roof collapse at Jefferson County High School in July 2013 destroyed the drama department, Billie Yardley (BS '77, MS '82) was determined to continue teaching her students about using their creativity. Her challenge then became how to tap into her own.



Billie Yardley and her drama students take over the band room for a morning class at Jefferson County High School.

Yardley, who has spent the majority of her thirty-six-year career as a drama teacher in Jefferson County, Tennessee, suddenly had her collection of scripts and lights, the audio system and a vast number of vintage costumes—including many pieces she made herself—completely destroyed.

“I didn’t even have a pencil or a pair of scissors,” she says.

That’s when her co-workers pitched in to help. “There are well over 100 teachers at the school, and I don’t think there’s one of them that hasn’t helped me in some way,” she says.

Drawing on their support, Yardley developed a way of teaching as a nomad. Her classes met in the band room or the chorus room when they weren’t in use for those classes. She does her planning period in the math department. And when it was time for her drama students to do their *Christmas Originals* show, the chorus teacher gave them performance space.

“Everyone has adopted me,” she says.

But she still faced the challenge of all the supplies the roof collapse destroyed.

That’s when a drama student named Katie Inman heard about the *Today* show’s national Teacher of the Year contest, with \$10,000 worth of school supplies going to the winner.

After the Inman family nominated her, Yardley needed to submit a collection of work from the school. Again, co-workers and administrators came to her aid, rummaging through their collections and supplying all the requirements since her own materials wound up in demolition dumpsters.

When Yardley appeared on the *Today* show live in the studio in November 2013, she learned that she had received the most votes in the online contest. Yardley became the *Today* show Teacher of the Year just four months after losing her classroom.

“I am flabbergasted,” she told cohosts Hoda Kotb and Kathie Lee Gifford.

However, her legions of supporters weren’t surprised at all.

During her teaching career, all spent at Jefferson County High, Yardley has supported student outreach and creativity through a host of extracurricular activities. Her students perform shows throughout the county and take part in “Night of the Patriots,” a veterans show that draws crowds in the thousands. She also has helped organize numerous proms and formals for the students. Yardley is even the cheerleading coach.

She shares this advice for UT students who are preparing to go into teaching: “Be prepared for a lot of long hours. Be prepared to give more of yourself than you have ever given before. Get involved in extracurricular activities. See what works with your students because they’re unique. Everything you need won’t be taught in an education class. Be creative meeting your requirements. Be flexible.

I have worked with so many students because of extracurricular activities, whether they were in my classes or not.”

She regularly uses creative examples to teach her students in class. She may choose an event, like the sinking of the *Titanic*, or a literary work like *A Christmas Carol* to show them how many ways people have told the story and adapted it to different forms.

It’s fitting for a woman who began her career as a visual arts teacher. “Jefferson County High didn’t have drama back then,” she says. “I guess they thought it was kind of froufrou.” Yardley majored in visual arts at UT but minored in theater—her passion from childhood.

When she had been at Jefferson County for ten years, the principal, James David Swann, asked her to consider teaching drama, and she agreed. A few minutes later, he came back and told her she didn’t need to think about it anymore because she was the new drama teacher.

“He made a difference,” she says.

Yardley has followed suit. Even with all of the destruction her classroom suffered, Yardley’s drama students haven’t missed a single show this year.



2014 High School Teacher of the Year

Melissa Brooks ('08), who teaches US history and is an instructional leader at Hunters Lane High School in Nashville, was named 2014 High School Teacher of the Year for the Metropolitan District.

She serves on the Leadership Council and is team leader for the Academy of Design and Technology. Brooks believes in collaboration among teachers for student success and meets regularly with her team to look at student performance and plan lessons, assessments, and interventions.

Brooks regularly finds fun ways to involve her students in class, like dressing up in period costumes for history lessons and using a tournament bracket to teach about how the New Deal helped end the Great Depression.

More than *Math*

When the state of Tennessee named Knox County AP calculus teacher Wanda Lacy as 2013–2014 Teacher of the Year, officials highlighted her sensational student success rate.

Lacy (BS '71, MS '91) has taught AP calculus at Farragut High School for the last six years, and during that time every one of her students has taken the AP exam with 97 percent earning college credit.

Her drive to succeed began early in life. "My dad was an inspiration. He made everything that we did a learning experience. He encouraged me to make high grades and gave me incentives for high grades," she says. Lacy graduated high school as the valedictorian.

When she became a math education major at UT, she says her teachers challenged her constantly and supported her when she needed it. "I had classes at UT that inspired me to want to excel as a teacher."

Now, Lacy challenges her students

to overcome obstacles using real-world applications. Her approach involves group collaboration to solve problems. The group makes class presentations and answers questions, with each student taking responsibility for a specific role.

Lacy's Teacher of the Year honor gives her new responsibilities as well. She is traveling to conferences in Arizona, Washington DC, Alabama, and New Jersey to collaborate and learn from other state teachers of the year.

After thirty-three years as a teacher, she shares this advice for UT students who are studying to become educators.

"Teachers must believe that if we know and use an array of teaching strategies, all students can learn. As teachers, we must also figure out how to inspire those students who do not want to learn. The job is difficult; the hours are long; the salary is small; but the rewards are incredible."





Michelle Kwan, center, and participants of the Empowering Women and Girls Through Sports initiative.

Strong Women. *Better World.*

Michelle Kwan, the most decorated figure skater in US history, visited UT in April to speak and participate in a panel discussion with coaches from six countries as part of the Empowering Women and Girls Through Sports initiative.

The initiative is part of the US Department of State's sports diplomacy efforts to open opportunities for women and girls around the world and promote positive social change. The department's Bureau of Educational and Cultural Affairs awarded a grant to UT's Center for Sport, Peace, and Society to implement many of the initiative's athlete exchanges and mentoring programs.

As part of this event, twenty-four young women from six countries—Argentina, Kyrgyzstan, Lebanon, Nigeria, South Korea, and Turkey—were in the United States to take part in activities surrounding the NCAA Women's Final Four Multi-Nation Basketball Program.

Kwan talked about her skating career, how participating in sports helps young women develop confidence and discipline, and how sports can provide a bridge to address international challenges.



From left: CSPS co-directors Ashleigh Huffman and Sarah Hillyer, Chancellor Jimmy G. Cheek, Michelle Kwan, Knoxville Mayor Madeline Rogero, Dean Bob Rider, and Associate Dean Dixie Thompson



Michelle Kwan



The Empowering Women and Girls Through Sports panel discussion.



Serving & Learning

“Service-learning aids in critical thinking, complex problem solving, appreciation for diversity, connection of theory to practice, ability to work on a team, and a more nuanced understanding of course content.”

Illustration by iStock

Service-learning is quite the buzzword in higher education, but it's a practice that students and faculty in the College of Education, Health, and Human Sciences have been engaging in for many years. The practice aims to enhance academic learning by challenging students to apply disciplinary knowledge within the context of real-world situations.

"Service-learning aids in critical thinking, complex problem solving, appreciation for diversity, connection of theory to practice, ability to work on a team, and a more nuanced understanding of course content," said Kelly Ellenburg, campus service-learning coordinator.

Currently, the university is working on a plan to give future courses with a service-learning component an "S" designation. This will entail adding an "S" to the course numbers so students can easily spot them in the course catalog, and they'll appear similarly on transcripts so employers can take note.

Nine faculty members from different colleges, including CEHHS, piloted the designation plan in spring 2014. CEHHS is leading the way in this charge with many opportunities that give students the chance to learn while they serve—here's a look at a few of them.

Education 100

In this introductory education course, students are placed in area schools where they work with classroom teachers to identify student needs, design interventions, and carry them out.

Service-learning is about learning while providing service to community partners. Infusing this way of teaching and learning into an introductory education course creates the perfect formula for future teachers who will educate our youth.

"By increasing students' competence and confidence in designing, implementing, and assessing their service-learning projects, we hope they will have a better understanding of the challenges they will face as future teachers," says Dulcie Peccolo, CEHHS director of student services and one of the instructors of this course.

Full-Service Schools

Four years ago, Professor Bob Kronick began the University-Assisted Community School program at Pond Gap Elementary School. The program seeks to make schools a hub of resources for communities, providing some basic services for students and families as well as enrichment activities.

Since that time, five more schools and 150 community partners have been added to the program. Students serve in the schools all year long, including after school, summers, and weekends. For example, families can come in to have dinner with their children, use the washer and dryer available, and then stay for adult class options like English as a second language, GED preparation, and cooking.

Madeline Brown ('12) says working with the full-service schools was an invaluable experience for her because of the hands-on work, readings, discussion, and research involved. "It was a wonderful experience as my peers and I created programs for kids at the school and served as role models for them," says Brown. "As a result, I received a UT research grant in 2010 and created a documentary at Pond Gap (tiny.utk.edu/UtcQd). I studied how policies, culture, and history impact a specific community."

Kronick, a professor in Educational Psychology and Counseling, recently received \$4,000 for the program as part of the college's Dean's Board of Advisors Award in Outreach and Engagement for his work with full-service schools.

FUTURE

The FUTURE program helps young adults with intellectual and developmental disabilities, including autism, make a successful transition from high school to adult life by providing them with career counseling and developing their academic, vocational, and decision-making skills.

The program relies heavily on undergraduate mentors, so faculty wanted to create a way to increase their engagement and offer them a powerful learning experience as part of the time they spend with FUTURE students. This led to the creation of COUN 404: FUTURE Service-Learning. In this course, UT undergraduates design, implement, and assess a meaningful service-learning project while developing an understanding of students with intellectual and developmental disabilities. The ultimate goal is to deepen learning and fully engage student volunteers while simultaneously helping the FUTURE program and its students.

ConnectED Living and Learning Community

ConnectED is a new living and learning community designed for first-year students pursuing licensure programs. Eighteen students are taking part in the 2014–2015 community. These freshmen will live on the same floor of Morrill Hall with others who share their career interests. ConnectED students take select courses together as members of this learning cohort.

Throughout the academic year, students will participate in programming related to current issues and trends in education. ConnectED students also will plan and engage in service-learning opportunities during their freshman year. This will provide them with meaningful opportunities to engage in activities designed to enhance learning for youth in public school settings.

"Service-learning is at the heart of the ConnectED Living and Learning Community," says Crystal Baldwin, CEHHS coordinator for recruitment and retention and the ConnectED Living and Learning community. "Providing students with meaningful service-learning opportunities will enhance their skills as future teachers."


Service-Learning Honors Program

The college provides a unique opportunity for its best and brightest students to use classroom learning in solving real-world problems.

Through the college's honors program in service-learning, students have an opportunity to apply knowledge and skills specific to their academic majors to their work with individuals and groups in the community.

Student Sinead Doherty put learning into action by studying the effects of parental incarceration on children through a four-day-long camp that she runs each summer, tuition free, for these children. Through strategic planning and fundraising, Doherty was able to triple the number of campers served. She also conducted a study at the camp to learn what other summer programming is available to campers and how they deal with daily stress.

"My work in the Service-Learning Honors program has taught me a lot about research, and I feel confident that it has prepared me for my future work in graduate school and in the community."



Researchers are studying a unique framework
for teaching deaf and hard-of-hearing students
to read and write more effectively.

By Cassandra J. Sproles | Photography by Dustin Brown

Language & the Learner



Kimberly Wolbers had nearly finished an undergraduate degree in accounting when she took time off to work with individuals who have disabilities at Camp Courageous. It was there she met the first deaf person of her life, a three-year-old boy who didn't know any sign language. And neither did she. Wolbers was at a loss.

"He had no language through which to communicate," she says. "The first sign we learned together was *spaghetti*."

Her experience at Camp Courageous set Wolbers on a path that would eventually lead her to UT's College of Education, Health, and Human Sciences as an associate professor of education for the deaf and hard of hearing.

While working on her dissertation in graduate school, Wolbers developed the Strategic and Interactive Writing Instruction (SIWI) concept, which promotes language and writing skills among deaf and hard-of-hearing (DHH) children.

"Learning to read and write is more difficult for deaf and hard-of-hearing children," Wolbers says. Most tend to lag in literacy progress throughout their school years.

According to Wolbers, previous research indicates that the median DHH student reads at a fourth-grade level upon graduation from high school and 30 percent are functionally illiterate.

The Method

Wolbers developed SIWI to give teachers the tools and instructional approaches they need to improve the development of language and literacy in their DHH students. Three key components work together to drive the process.

The first element emphasizes strategic instruction for writing, where students learn the tactics used by expert writers.

"Novice writers may not have good strategies for planning and organizing when writing," says Wolbers. "We explicitly teach students to think about their audience and purpose while brainstorming ideas."

Teachers are encouraged to use graphic organizers or scaffolds, to serve as visual representations of the writing processes, strategies, or skills. "We guide them in the process of continually rereading what they have written to spur necessary revisions or edits," says Wolbers.

The second element, known as interactive instruction, promotes high engagement while working as a group to write for a real audience with real purpose.

"For example, if students and teachers are working on persuasive writing and the students have an interest in going on a field trip that requires administrative approval, they might choose that field trip as a topic and the principal as an audience," explains Wolbers.

Teachers and students will then share their ideas and decide together what actions they will take once the writing process begins.

The third element of SIWI is teaching students about the two different languages they use—American Sign Language (ASL) and English.

Students are taught to identify when one language is being used versus the other and to compare the grammatical similarities and differences. Wolbers says this helps students learn more about the structure of the two languages as well as ways to better translate between the two.



Kimberly Wolbers at the Tennessee School for the Deaf in Knoxville.

They also acquire ASL by interacting with fluent users of the language. This is how most people learn their first language.

"English is difficult for deaf children because they can't hear the language being spoken," Wolbers says. "In SIWI, we reread the revised English text often and find that students begin to pick up on English grammatical patterns that we have not explicitly taught."

Proof of Concept

Wolbers and her research partner, Hannah Dostal of the University of Connecticut, are conducting a controlled SIWI trial in fifteen classrooms from twelve educational programs in eight different states, which is undertaken with the help of a \$1.157 million, three-year grant from the Institute of Education Science. The goal is to determine if their innovative approach leads to significant improvements in DHH students in grades three through five.

The small and scattered DHH population was one of the problems the researchers faced when putting the trial together. Because the disability is not a common occurrence, study sites were geographically far apart. Technology helped bridge the gap for classroom observations, which are completed with two-camera systems that capture the teacher as well as the students.

Teachers used the SIWI instructional materials, including visual organization tools and student cue cards. They also had access to the SIWI website for additional resources and video clips.

Wolbers feels one of SIWI's biggest strengths is that it is a framework for instruction, not a fixed curriculum. This allows teachers of different grades and content areas to work toward objectives.

Results from prior SIWI studies show the participating

students make gains in language, reading, and writing assessments.

Wolbers recently hosted a group of teachers from around the country for a weeklong SIWI workshop. They visited the Tennessee School for the Deaf in Knoxville to practice guided writing instruction with deaf junior campers. Together, they wrote a newsletter about their camp experiences to share with family and friends.

Those teachers have already begun to implement SIWI in their respective classrooms. They will collect language and literacy data from their students throughout the school year as part of the randomized control trial.

In the future, Wolbers hopes to replicate her study in grades three to five to see if SIWI can be successful when broadly implemented. She would also like to expand the program to include more levels and other content areas.

Thinking back to her time with the young boy at Camp Courageous, Wolbers doesn't know if there was much else she could've done to help him at the time.

"But that camp experience has certainly impacted my work," Wolbers says. And that work has already begun making an impact on deaf and hard-of-hearing children nationwide.



GOING UP?

In the battle of stairs vs. elevator, does it matter how the stairs look?

A recent study by a team of researchers led by Professor David Bassett (Department of Kinesiology, Recreation, and Sport Studies) has discovered that whether or not we take the stairs has less to do with whether there is an elevator available and more to do with the stairs themselves.

Bassett and his team observed stair and elevator use in three buildings on UT's campus: Stokely Management Center, the College of Law, and the Art and Architecture building. His results concluded that design plays a big role in the choice to take the stairs and therefore work more exercise into our daily routines.

"In the United States, buildings are often designed with a centrally located elevator, and the stairs are located in unattractive 'fire escape' stairwells behind heavy steel doors," wrote the researchers in the *Journal of Physical Activity and Health*. "This design tends to discourage stair use, and the default decision is usually to ride the elevator. An alternative design, consisting of wide, centrally located staircases that provide a view of one's surroundings, may encourage people to take the stairs."

Fast Company magazine, which focuses on technology, business, and design, featured Bassett's study in its July issue. Read the entire article at tiny.utk.edu/3ErRe.

A photograph of Assistant Professor Christopher Wright, a Black man with a short beard, smiling warmly. He is wearing a white long-sleeved button-down shirt, a bright orange and white striped bow tie, and grey trousers with a brown belt. He is standing in a library, with bookshelves filled with books visible in the background. His hands are in his pockets.

SPOTLIGHT FROM ARCHITECTURE TO EDUCATION

ASSISTANT PROFESSOR
CHRISTOPHER WRIGHT

Hometown: Baltimore, Maryland

Educational background: Bachelor of Architecture (Hampton University), master's degree in technology education (University of Maryland Eastern Shore), and doctorate in science education (Tufts University)

Why he switched careers from architect to educator: "I realized that my first career choice was just not the right one for me. I entered a graduate program for technology education, and that was definitely the right fit! Once I started teaching I never left."

His teaching role model: "Definitely my dad, George Wright Jr. He was an educator who worked with underserved populations in Baltimore his whole life—both as a teacher and a vice principal. I volunteered in his school for community service and saw his positive impact first hand."

Current project: "With the help of a grant, my project, Multimedia Engineering Notebook Tools to Support Engineering Discourse in Urban Elementary Classrooms, seeks to develop, implement, and study multimedia engineering notebook tools that support urban elementary students' engagement in engineering practices. We focus on the practices of planning/brainstorming and redesign, and within those practices, the activity of reflection on design decisions—both one's own design decisions and the design decisions of others. I've been working with students at Maynard Elementary and Green Math and Science Magnet School."

SPOTLIGHT



Get Fruved

A cooperative initiative between the College of Education, Health, and Human Sciences and 4-H Extension aimed at empowering college students to create obesity prevention programs for their peers and high school students received a \$4.9 million grant from the US Department of Agriculture.

"Get Fruved," the brainchild of Sarah Colby, assistant professor of nutrition, is a 4-H social marketing and environmental change initiative that harnesses the power of peer-to-peer interaction in an effort to get children, adolescents, and college students to eat more fruits and vegetables and adopt healthy lifestyles.

The term "fruvud" alludes to fruits and vegetables.

"Students are so passionate about having an impact on the world. Their passion, commitment, and creativity are why this project is going to make a real difference."

UT will partner with thirteen other universities nationwide for the project. More than 1,000 students have already joined together to create the intervention, which could range from stress management and gardening on campus to tackling food access issues and staging nights of dancing so students become more physically active.

Eventually, college students will move beyond their campuses and partner with high school students to help them develop a campaign for their high school environment. The hope is to have future funding that will allow the high school students to help middle school students do the same, and then middle school students to work with elementary students to design obesity prevention programs for elementary schools.

Find out more at fruvud.com.





Paula Masters, TPHA president; Claire Mason; Yoonie Jung; Doris Spain, TPHA executive director; and Rebekah English, TPHA vice president for the East Grand Division.

Students Win Video Challenge

Master of Public Health students Yoonie Jung and Claire Mason won the first-ever Student Video Challenge from the Tennessee Public Health Association (TPHA) in spring 2014.

Their two-minute video was based on this year's Public Health Week theme: "Public Health: Start Here." Jung and Mason's video provided a glimpse of what public health is in their communities through their eyes. The video shows viewers the various ways that public health is in action on UT's campus. Jung and Mason received certificates and \$100.

TPHA is the official professional organization for those engaged or interested in public health services and is endorsed by the administration of the Tennessee Department of Health. TPHA provides opportunities for health professionals representing diverse service areas to meet and share ideas in an effort to maintain high standards of quality in all aspects of public health.

The winning video can be viewed at tiny.utk.edu/xeURO.

NOTEWORTHY

CHILD AND FAMILY STUDIES

Hillary Fouts won a professional development award to support a new research initiative in Ethiopia. Fouts is traveling in March to conduct a preliminary study to gain an understanding of how young children are raised as well as parenting practices, beliefs, and concerns in the target communities. This study will then inform the design of a larger study aimed at contributing to a focus on cultural models of environmental risk and parents' individual experiences and subjective interpretations of risk and loss.

Graduate students recently hosted more than fifty graduate students from four universities (Auburn, UNC-Greensboro, Virginia Tech, University of Georgia) for the thirty-eighth Quint State Conference. The conference theme, Development in Context, was explored through numerous presentations by CFS faculty and graduate students, poster sessions representing student research from each university, and opportunities for student discussions related to mutual research endeavors.

As part of an ongoing UT-Italian research collaboration, CFS will host the fourth bi-annual symposium highlighting research endeavors by CFS and Italian scholars in the areas of child and family relations and early childhood education. This year the theme is "The Driving Force of Context in the Refinement of Self."

EDUCATIONAL LEADERSHIP AND POLICY STUDIES

The Leadership Academy continues its extraordinary success in preparing and placing principals. Since it began in 2010, of the forty graduates, one has left the state, twenty have been appointed principals, and nineteen have been appointed assistant principals.

This past year, faculty determined a long-term goal to focus on external professional development for ELPS graduate students. This includes encouraging active regional and national conference participation and working to submit student or faculty co-authored academic papers for publication.

Data tracked for the past two years for initial benchmarking highlighted laudable efforts in two programs. Among master's students in the College Student Personnel program, 63 percent attended at least one professional conference, while 47 percent participated in at least one presentation or poster session. Doctoral students in the Educational Administration program gave three regional presentations, seven national presentations, and published ten academic papers. Tracking these data showed trends in ELPS programs for new ways to professionally extend the reach and influence of CEHHS graduates.

EDUCATIONAL PSYCHOLOGY AND COUNSELING

Joel Diambra is the new associate head of the department. He is an associate professor who has coordinated the Counselor Education and Supervision PhD program for the past eight years. Diambra is a licensed professional counselor/mental health service provider in Tennessee and nationally certified counselor. His research interests focus on student growth and development.

Retiring from the department this year are: Sherry Bain (school psychology), Kathy Greenberg (LEEDS), Sky Huck (evaluation, statistics, and measurement), Tricia McClam (counselor education), and John Peters (adult learning). Geri Mulligan, director of the Center for Literacy, Education, and Employment, is also retiring. Aaron Kohring has been appointed interim director for the center.

EPC Alumni and Friends Program was launched this spring to benefit student research and travel. For more information, call the CEHHS Office of Development and Alumni Affairs at 865-974-3968 or e-mail cehhs@utk.edu.

KINESIOLOGY, RECREATION, AND SPORT STUDIES

In recent months, the department has played host to a number of students from around the world. The department hosted students from Shanghai University of Sport, students from South Korea's Next

Generation of Sports Talent (NEST) program, and students from Dong-A University. Each of these groups has received English language instruction through the English Language Institute and completed certificate programs in Sport Studies and Kinesiology.

The department concluded two seminar series for students from NEST. The seminar series was a combination of kinesiology and sport studies topics, which featured activities and presentations from faculty and students. The fourteen NEST students included four Olympians and other elite athletes who spent nearly seven months on campus.

NUTRITION

Assistant Professor Dallas Donohoe is researching the concept that what we eat influences cancer development and progression. Recent advances by Donohoe suggest that in order for dietary fiber to have a protective effect against colorectal cancer the proper bacteria must be present in the intestinal tract. The metabolic product butyrate produced by these bacteria after chowing down on fiber reduces the risk for cancer. His research is designed to better define the role of bacteria-derived butyrate in colorectal cancer and develop strategies to increase those bacteria in high-fiber diets.

Assistant Professor Marsha Spence, received funding for a \$900,000, five-year federal grant from the Maternal and Child Health (MCH) Nutrition Education and Training Program. The grant is one of only six in the nation and will be used to support leadership development for graduate students in public health nutrition, cultural competence training, the Promoting Healthy Weight 2.0 colloquium series, and two national collaborative projects—the Emerging Leaders in MCH Nutrition Training Network and the MCH Diversity Collaborative.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

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NEW FACULTY

Child and Family Studies

Jaye Thiel

Educational Psychology and Counseling

Karee Dunn
Merilee McCurdy
Lauren Moret

Public Health

Cristina Barroso

Retail, Hospitality, and Tourism Management

Jeremy Whaley
James Williams



The group visited the design studios of Prudence, a hat designer for the queen and royal princesses. They also visited the wine caves of Berry Bros and Rudd, the oldest wine merchant in the Britain. In Paris, students visited five-star hotels, Stade de France, and the Louvre. Retail and consumer science students toured Galeries Lafayette and Fauchon stores. A trip highlight was a visit to Louis Vuitton's private home and workshop outside Paris.

THEORY AND PRACTICE IN TEACHER EDUCATION

Jeffrey Davis, professor and recipient of several National Endowment for the Humanities and National Science Foundation awards, was recently awarded a National Science Foundation fellowship for \$50,400 for his Plains Indian Sign Language Digital Corpus Linguistics Project. He will spend 2014-2015 on professional development leave to devote to research on American Sign Language in indigenous populations.

In 2008, the department added a new doctoral concentration in special education. The program now has more than fifteen students and has graduated four PhD candidates. This concentration was recently expanded to include deaf education and interpreter education and is attracting an increased number of highly qualified and diverse applicants.

PUBLIC HEALTH

Abundant partnerships were in evidence this spring as the department engaged in a statewide project with UT Extension's Department of Family and Consumer Sciences. With a grant from HUD/USDA/NIFA and a professional development award from the Department of Public Health, UT Extension environmental health and housing specialists Martha Keel and Bonnie Hinds, designed and implemented an outreach project to advance knowledge of the principles of healthy housing among residents of multi-family homes. Public Health Assistant Professor J. Chen and a team of three graduate public health students worked with FCS to develop a resident survey, assessing those housing issues of greatest interest and relevance to Tennesseans living in multifamily properties.

The project hosted healthy housing fairs in five locations across the state. The collabora-

tions fostered during this grant project will reap benefits for Tennessee residents for years to come.

RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT

Jane Groff is the Hotel, Restaurant, and Tourism Executive in Residence. She teaches advanced meeting and event planning classes. Formerly an event planner at Dollywood, she is now a planner for the city of Maryville and is responsible for the city's Fall Festival, which was voted one of the top ten festivals in the country.

In May, thirty-one students participated in an international field study trip to London and Paris. Professional visits were planned for each day of the trip. In London, the retail students were treated to a behind-the-scenes look at Hamley's Toy Store (the world's oldest toy store) and Liberty's of London (an upscale department store).

Chef John Alunni (at right) instructs students in the kitchen at the UT Visitors Center. *Photography by Dustin Brown*



Bon
APPETIT!



Based in the Department of Retail, Hospitality, and Tourism Management, the Culinary Institute prepares students for dynamic jobs in the food industry through partnerships and real-world practice.

A concentration in culinary arts was created for Pellissippi State Community College students in the Associate of Applied Science degree program, allowing them to be taught by UT's culinary faculty and chef instructors. Students in the Culinary Institute plan, prepare, and serve unique upscale food to UT groups and visitors to the university using, in part, herbs and vegetables that they grow in a garden behind the UT Visitors Center. They also work with university sustainability programs to compost any waste made during the cooking process.

A senior-level class, Ready for the World Café, exposes Hospitality and Tourism students to planning and executing all facets of a dining experience with a focus on international cuisine. The meal is served to eighty paying guests each week.

Community members also can take a culinary class at UT through university noncredit programs. Classes include canning and freezing, baking, and educational beer and wine classes. Since January, 425 people in the Knoxville area have taken advantage of these classes.

For more information about the Culinary Institute, visit tiny.utk.edu/culinary.





Photography by Adam Brimer

“THEY ALSO
TAUGHT ME HOW
TO CONDUCT
RESEARCH AND
THE IMPORTANCE
OF ASKING GOOD
QUESTIONS.”

OUR ALUMNI KEITH CARVER (’95 & ’09)

Major: College student personnel (master’s degree); higher ed leadership (PhD in philosophy)

Hometown: “I consider it a blessing to have grown up in rural West Tennessee.”

About his job: “I serve as the executive assistant to University of Tennessee President Joe DiPietro. If I had to summarize the job in one word it would be “operations.” I do some policy work, a little bit of advocacy, some fundraising, and lots of work with personnel across the UT campuses and institutes. I spend a great deal of my time focused on the UT Systemwide strategic plan, too. Prior to this position, I had the great opportunity to work on three of UT’s campuses (Martin, Knoxville, and Memphis), so my job allows me to maintain relationships with good people from all across the system.”

Favorite part of the job: “There are two great aspects of my job. First, I interact daily with faculty, staff, students, and alumni from all our campuses and institutes. My work takes me across the state frequently, so I have the great opportunity to build and maintain relationships with people from Memphis to Mountain City. Second, there is no “normal” day on the job. There’s no way to predict what project can unexpectedly hit my desk and create a whole new route for my day. It makes life interesting and fun.”

How CEHHS prepared him: “I have been fortunate to have faculty members who did phenomenal work as professors. They also taught me how to conduct research and the importance of asking good questions. Outside the classroom, the faculty in my programs have remained great mentors. I have often called Norma Mertz and Grady Bogue for advice. I can’t think of a job search that I’ve entered without getting their counsel. The faculty truly care about their current students and graduates.”

All about the family: “I’ve been married to my college sweetheart, Hollianne, for nineteen years. She is a graduate of CEHHS as well. We have three wonderful children: Carson, a sophomore at West High School; Jack T., a sixth-grader at Bearden Middle; and Britton, a third-grader at Sequoyah Elementary. We have a great time together and are enjoying the craziness associated with having three very active kids. My mother recently moved to Knoxville, which has been a blessing to us. All of the other grandparents live in West Tennessee, but we are able to see them on a regular basis.”

CLASS NOTES

ANN CAMPBELL (BS '69, MS '70) has been honored posthumously with the naming of the Ann Campbell Early Learning Center at Middle Tennessee State University.

MARTHA ROSE WOODWARD ('78) won *Gourmand Magazine's* "Best Book in the World on the Topic of Watermelon Award" for her book *Watermelon for Everyone*.

KATHY SWINEA NEVILL ('80), the chief financial officer of EFT Source, was awarded the Carolyn Helman Lichtenberg Crest Award for distinguished alumnae by the Pi Beta Phi Fraternity for Women.

DELILAH O'HAYNES ('92), a professor of English at Concord University in Athens, West Virginia, has published *The Role of Audience in Student Writing: A Study and Discourse*.

ANDY DIGH (PHD '97) was recently named the 2014 Spencer B. King

Distinguished Professor of the Year for excellence in teaching in the College of Liberal Arts at Mercer University in Macon, Georgia.

KARA SCHORMAN ('02), formerly an assistant catering manager for Opryland, is now an assistant catering manager for Mandalay Bay Resort and Casino in Las Vegas.

DANIELLE DENNIS (PHD '07), currently an associate professor at the University of South Florida, was recognized as a 2013–2014 PDK International/Pi Lambda Theta Emerging Leader in the K-12 profession.

ELLEN CARRUTH (PHD '08), an associate professor at City University of Seattle, was selected as the AMHCA Dr. Linda Seligman 2014 Counselor Educator of the Year Award recipient.

JESSICA LESTER (PHD '11), now an assistant professor at Indiana University,

received the Early Career Award in Qualitative Methodology for Division D of the American Educational Research Association.

CAROLYN BLONDIN ('13) is a psychologist at UT's Korn Learning, Assessment, and Social Skills Center. While attending UT, Blondin served as a graduate assistant and completed her dissertation under Robert Williams.

JENNIFER LUBKE (PHD '13) was awarded the 2013–2014 CEHHS Helen B. Watson Award for Outstanding Doctoral Dissertation. Her dissertation is entitled *Understanding Contradictions in Teacher-Learner Identity, Digital Video, and Goal-Directed Activity in a Blended Graduate Reading Education Course*. Lubke is an assistant professor of reading education at the University of Tennessee, Chattanooga.

HANNAH POWELL ('14) took a position as merchandise coordinator for Ralph Lauren.

Alumni Make Impact in Elite Sports

In recent months, alumni from the Department of Kinesiology, Recreation, and Sport Studies have been making an impact in the elite sports world.

Shad Forsythe (MS '98) has been the head fitness coach for Germany's soccer team since 2004. The team claimed its fourth World Cup title this year. Forsythe is now with the Arsenal Football Club, the soccer team based in Holloway, London, England.

Also working at the World Cup was Jeremy Hassler (MS '99). He is one of the lead trainers for the US Men's National Team.

Stephanie Garant-Jones (MS '07) and Josh Pate (PhD '12) both worked at the 2014 Olympics in Sochi—Garant-Jones with the event management side of the games and Pate with the Special Olympics.

Additionally, Lauren Loberg (PhD '09) and Taryn Morgan (PhD '06) worked with US athletes as they prepared for and competed in the Winter Games. Loberg is the director of athlete career and education for the US Ski and Snowboard Association. She traveled to Sochi to provide mental training support to US skiers and snowboarders. Morgan is the assistant director of athletic and personal development at IMG Academy. She worked with US figure skaters Felicia Zhang and Nathan Bartholomay.



Stephanie Garant-Jones at the Olympics in Sochi, Russia.



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